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ABSTRACT

This booklet presents statements of outcomes and competencies in basic entry college level communication courses for both community colleges and 4-year colleges in the state of Illinois. The booklet's first section describes the origins of the project. The aims were to clarify and articulate statewide what was being taught under what headings. The next section first describes the conferences which did just that, and then lists outcome statements/competencies for courses in Fundamentals of Speech Communication and in Interpersonal Communication. The booklet next briefly lists future projects, which include addressing the outcome statements/competencies for the basic courses in Mass Communication and Theatre. Appendixes list committee members and representatives from Illinois colleges. (SR)

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THE OUTCOME STATEMENTS/COMPETENCIES IN BASIC ENTRY COLLEGE LEVEL COMMUNICATION COURSES FOR THE STATE OF ILLINOIS

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Ina, Illinois

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Illinois Speech and Theatre Association

Founded 1930

Central Office
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Peoria, Illinois 61625

March 4, 1988

The Parkland Articulation Project was initiated in 1985 under the auspices of the Illinois Speech and Theatre Association. ISTA has been, and will continue to be, supportive of the Parkland Project. The Executive Board of ISTA is deeply committed to promoting ongoing communication between speech and theatre educators at all levels and in all Illinois institutions. Because of this commitment, ISTA takes great pride in the success of the Parkland Project and in the publication of this project.

Sincerely,
John B. Davis, ISTA President

ORIGINS OF PROJECT

For the past few years issues of transfer students and the type of courses that they were taking at the community college level in communications have been raised annually at the Illinois Speech and Theatre Association (ISTA) Convention. This question was resultant to the fact that a growing number of college students in the State of Illinois were initiating their study at the community college level instead of direct entry as freshmen at the state universities.

Chuck Newman, Department Head, Parkland College proceeded with an informal survey with Illinois State University in regard to how communication courses transferred to that particular institution. The conclusion of this survey indicated a need for clarification as to what was being taught under what headings at the community college. Perceived by Mr. Newman as not an isolated instance relegated to Parkland and ISU, a proposal was presented to the Governing Board of ISTA that a committee be formed to investigate the "Articulation Issue" across the Illinois higher education system and to bring forth recommended actions. Such a committee was formed to carry out this charge in 1985.

Under the leadership of Chuck Newman the members of the committee were selected and a plan was developed. The committee decided to proceed with a three-phased agenda: First, call a statewide meeting for that April requesting attendance by all community college communication professionals and their counterparts at the state universities to meet at Parkland to discuss the "basic" course offered in the State of Illinois. Second, the conference would be followed by a statewide mail-survey on faculty, curricula, and syllabi to all Illinois higher education institutions. Third and finally, a directory would be developed compiling information returned through the survey.

Specific objectives for the committee were established as follows:

1. To establish effective interinstitutional cooperation among Illinois' two and four - year institutions of higher education in the articulation of lower division speech/communications, theatre arts, and broadcasting courses.

2. To assure consistency of course content and competency for similar courses articulated from two to four-year higher education institutions.

3. To encourage the development and exchange of innovative concepts in the content and teaching methodology of higher education courses in speech communication, theatre arts, and broadcasting.

4. To improve the quality of undergraduate education in speech communication, theatre arts, and broadcasting in Illinois' lower division courses.

5. To better disseminate speech communication, theatre arts, and broadcasting curriculum changes in philosophy, content, methodology, and evaluation among the higher education community.

6. To more effectively utilize educational resources among Illinois' higher education community.

7. To promote equitable distribution of educational services among the higher education community.

8. To promote clear and consistent university admission and general education requirements for the two year college transfer student.

9. To extend the cooperation among the Illinois' higher education community and Illinois Secondary School System to achieve quality speech communication, theatre arts, and broadcasting instruction.

The Illinois community colleges were divided into five geographical regions and the appropriate geographic-division universities invited to join. Each region would be represented by a liaison who would have frequent contact with the project director and in turn promote involvement and cooperation with their community college neighbors. The regions would then host conferences to achieve the aforementioned objectives. Following are the regions and institutions:

REGION A	REGION B
Harold Washington College	Moraine Valley
R. J. Daley College	Morton College
Triton College	Oakton College
Thornton College	DuPage College
Prairie State College	Elgin College
University of Illinois Chicago Circle	Waubonsee College

Northeastern University
Governor State University

Joliet College
McHenry College
Lake County College
Northern Illinois University
Northeastern University

REGION C

Lincoln Land College
John Wood College
Kankakee College
Richland College
Danville College
Parkland College
Lakeland College
Eastern Illinois University
University of Illinois-Urbana
Illinois State University

REGION D

Sauk Valley College
Rock Valley College
Highland College
Kishwaukee College
Black Hawk College
Illinois Valley College
Illinois Central College
Sandburg College
Spoon River College
Western Illinois University
Illinois State University

REGION E

Belleville College
Lewis & Clark College
State Community College
Kaskaskia College
Rend Lake College
Illinois Eastern College
John A. Logan College
Shawnee College
Southeastern College
Southern Illinois University-Carbondale
Southern Illinois University-Edwardsville
Eastern Illinois University

PARKLAND CONFERENCES

Thirty-one colleagues representing twenty-two colleges/universities attended the co-sponsored ISTA and the ICCB articulation conference (Parkland Conference I) at Parkland College, Champaign, Illinois, April 20, 1985. The conference concentrated on two topics: the articulation of the basic speech course for satisfying associated and baccalaureate degree general education requirements and the articulation of lower division courses in various speech majors including speech communication, theatre arts, and broadcasting.

The consensus at Parkland Conference I was that a second articulation conference should be held the following year on the basic speech communication course, with a focus on the establishment of minimum content and competencies for articulation. Additionally, workshops should be offered at the Illinois Speech and Theatre Annual Convention in St. Louis, October 18, 1985 on Articulating Speech Courses Between the Community College and the Four-year College/University; and Building 2 + 2's: Articulating Between the Community College and University.

Forty-four colleagues representing thirty colleges/universities attended Parkland Conference II, held at Parkland College, Champaign, Illinois April 20, 1986. The conference concentrated on developing outcome statements/competencies in basic communication courses.

At the conference it was discovered that a "Hybrid" course was being offered at all levels of Higher Education in the state of Illinois; however, the ICCB Generic Course List did not have a separate definition and CIPS for the community colleges to list such a "Hybrid" course. The result of this oversight meant that the course was arbitrarily assigned by the ICCB to one of the two existing Generic courses when a college would apply for approval. This lead to confusion on the part of the state universities as to what the course content actually was. To remedy this situation the ICCB will now add an additional course and assign a CIPS number. The colleges then may aline the course/s offered with its appropriate description and CIPS number. This information will be appropriately distributed by the ICCB.

At the conference Regions A through E prepared competency statements for courses emphasizing (1) speaking, (2) listening, and (3) interpersonal communication. All agreed that these courses involved both theory and performance.

It was determined that the topics for the Basic Course included twelve categories falling under three distinct headings: 1) the communication process, 2) public and group communication, and 3) listening.

1. Effective extemporaneous delivery

2. Audience analysis

3. Selection of appropriate supporting materials

4. Organizing and outlining materials

5. Responsible use of supporting materials

6. Style/language (verbal and non-verbal) usage

7. Listening

8. Goals and purpose

9. Groups

10. Persuasion

11. Communication Process

12. Ethics

The following outcome statements/competencies are for classes being offered under ICCB Generic Course List CIPS #11 231002 01 FUNDAMENTALS OF SPEECH COMMUNICATION (3 credits)

Introduction to basic oral communication principles and skills. Includes study and practice in public speaking and discussion, preparation and organization, and delivery techniques.

At the end of the course, students will (should) have the following competencies in THE COMMUNICATION PROCESS:

1. The students will (should) have an understanding of communication theory.

2. The students will (should) understand the self and the relation-ship to feelings and needs of others.

At the end of the course, students will (should) have the following competencies in PUBLIC COMMUNICATION:

1. The student will (should) be able to phrase clear, responsible, and appropriate purpose statements.

2. The student will (should) be able to develop specific, well-focused thesis statements.

3. The student will (should) be able to analyze an audience and situation, then adapt a message to those needs.

4. The student will (should) be able to generate ideas and gather suporting material.

5. The student will (should) be able to establish credibility by incorporation, in presentations, material from various appropriate sources, using proper verbal citations.

6. The student will (should) be able to prepare and use visual aids that promote clarity and interest.

7. The student will (should) be able to organize an effective message.

8. The student will (should) be able to use analytical systems to generate relationships among ideas.

9. The student will (should) be able to write a sentence outline indicating appropriate relationships.

10. The student will (should) be able to use language that is appropriate to enhance understanding and effect the desired result.

11. The student will (should) be able to establish credibility by demonstrating knowledge of topic, analysis of topic, and significant relationships.

12. The student will (should) be able to use extemporaneous delivery with reasonable fluency and comfort.

13. The student will (should) be able to cope effectively with stagefright.

14. The student will (should) be able to use non-verbal factors to reinforce the message.

15. The student will (should) be able to use evidence, reasoning, and motive appeals in persuasive speaking.

16. The student will (should) be able to demonstrate acceptable ethical standards in research and presentation of materials.

At the end of the course, students will (should) have the following competencies in <u>GROUP COMMUNICATION</u>.

1. The student will (should) be able to, while accomplishing a group task, maintain group cohesiveness.

2. The student will (should) be able to understand and use variables of leadership and facilitate interaction in small task groups.

At the end of the course, students will (should) have the following competencies in LISTENING.

1. The student will (should) be able to understand the process of effective listening.

2. The student will (should) be able to listen, analyze, and critique oral communication (in a variety of settings).

The following outcome statements/competencies are for classes being offered under ICCB Generic Course List CIPS 11 231002 05 INTERPERSONAL COMMUNICATION I, II (3 credits each).

Study of interpersonal communication, including language processes, types of verbal and nonverbal communication, oral and visual means of transmitting information, history, methods of encoding information, and social consequences.

At the end of the course students will (should) have the following competencies in INTERPERSONAL COMMUNICATION.

1. The student will (should) be able to demonstrate an understanding of communication theory.

2. The student will (should) be able to demonstrate an understanding of basic principles that influence human communication behavior in didactic and small group interactions.

3. The student will (should) be able to demonstrate the ability to effectively use the skills found in didactic and small group interaction situations including but not restricted to:

listening
non-verbal communication
basic model construction
conflict resolution
problem-solving
self-awareness
self-concept
language and meaning
empathy
self-disclosure
communication climate
interviewing

At the end of the course students will (should) have the following competencies **LISTENING SKILLS**.

1. The student will (should) be able to demonstrate an understanding of the centrally and process of listening in human communication by actively, critically and empathetically listening to communication messages in a variety of situations.

2. The student will (should) be able to set responsible and appropriate goals for communication situations.

3. The student will (should) be able to appreciate the impact of language on understanding and belief.

4. The student will (should) be able to classify and assess the influence of nonverbal communication factors.

5. The student will (should) be able to recognize and assess the influence of nonverbal communication factors.

6. The student will (should) be able to actively listen.

COMMUNICATION THEORY AND SPEECH PREPARATION (3 credits) (New Course)

A hybrid course of the **FUNDAMENTALS OF SPEECH COMMUNICATION & INTERPERSONAL COMMUNICATION** is a balanced introduction to both communication theory and speech presentation. Study includes the means of transmitting information through verbal and nonverbal communication vehicles with specific experiences in speaking as well as presentations individually and/or within a group setting.

Outcome statements/competencies for this course would be chosen from the three areas of 1) Listening Skills, 2) Public and Group Communication, and 3) Interpersonal Communication.

FUTURE

The Articulation Project will next address the outcome statements/competencies for the basic course/s in Mass Communication and Theatre. Once course articulation has been completed the project will then explore articulation matters of part-time

instructors, the consistency of content courses, and the instructional quality of the Speech/Communication Department at the community college level.

ADDENDUM I

These Outcome Statements/Competencies in Basic Entry College Level Communication Courses are the result of the Illinois Speech and Theatre Association-Articulation Committee formed in 1985.

The original committee members were:

Chuck Newman
Chairman
Parkland College

Jan Sprague
Liaison Coordinator
Waubonsee College

Mike Purdy
Clearing House Coordinator
Governor State University

Liz Faries
Basic Course Coordinator
Western Illinois University

Jesse Delia
Inservice Coordinator
University of Illinois

The original Regional Liaisons:

Judith Hoppe
Region A
R. J. Daley College

Jan Sprague
Region B
Waubonsee College

Linda Gwinn
Region C
Kankakee College

David Arnold
Region D
Rock Valley College

Joseph H. Rust
Region E
Rend Lake College

The current (1988-89) Articulation committee and liaisons which are responsible for this final presentation are:

Judith Hoppe
Region A
R. J. Daley College

Jan Sprague
Region B
Waubonsee College

Lynn Moody Region C Danville College	David Arnold Region D Rock Valley College
Barbara Kordenbrock Region E Belleville College	Joseph H. Rust ISTA Articulation Committee Chair Rend Lake College

ADDENDUM II

Following is a list of the representatives who developed the Competency Statements within this report:

Participants	Represented Institution
Dave Arnold	Rock Valley College
Ann Bragg	Illinois Community College Board
Jodie Briggs	College of DuPage
Norm Burdick	Carl Sandburg College
Jim Coates	Parkland College
Jesse Delia	University of Illinois
Connie DiLillo	Lincoln College
Paul Driscoll	Ilinois State University
Sharon Evans	Western Illinois University
Clyde Faries	Western Illinois University
Liz Faries	Western Illinois University
Phil Gray	Northern Illinois University
Dave Gentry	Parkland College
Sally Hadley	College of DuPage
Bill Hahn	Illinois Central College
Robert Haney	Olney Central College
Judith Hoppe	R. J. Daley College
Gerald Hundley	Thornton Community College
Dave Jones	Parkland College
Ed Kelly	Parkland College
D. K. Klein	Kaskaskia College
Marv Klienau	Southern Illinois University
Barb Kordenbrock	Belleville Area College
Jennifer Reem-Macke	Western Illinois University
Frank Macke	Western Illinois University
Floyd Merritt	Eastern Illinois University
Joe Millas	Parkland College
Lynn Moody	Danville Area Community College
John Muchmore	William Rainey Harper College

Clair Myers	Illinois Wesleyan University
Chuck Newman	Parkland College
Bill Ozier	Lake Land College
Frank Parcells	Eastern Illinois University
Becky Parker	Western Illinois University
Rich Peterson	Prairie State College
Mike Purdy	Governors State University
Kent Redmon	Parkland College
Don Rourke	ISTA President
Joe Rust	Rend Lake College
Jan Sprague	Waubonsee Community College
Ron Subeck	Wright College
George Tuttle	Illinois State University
Gary Vitale	Springfield College in Illinois
Ron Wietecha	Wright College

The Illinois Spring Conference on
Basic/Required Courses at the College Level
Parkland College-Champaign, Illinois
April 26, 1986